April Issue

The C.A.U.T. *Bulletin*

A Publication

Of The

CANADIAN ASSOCIATION

OF

UNIVERSITY TEACHERS

VOLUME 11 NUMBER 5
APRIL 1963

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Published six times a year. Subscription Rate: 1 year for $3.00.
Executive Secretary: Dr. J. H. S. Reid, C.A.U.T. National Office, Room 603, Commonwealth Bldg., 77 Metcalfe St., Ottawa, Ont.
Editor: S. R. Mealing, Carleton University, Ottawa, Ont.
Advertising Office: Suite 611, 1030 St. Alexander St., Montreal, P.Q.
Telephone: UNiversity 6-1812.
Printed by Quality Press Limited, Montreal.
Authorized as second class mail by the Post Office Department, Ottawa, and for payment of postage in cash.

PUBLIC UNDERSTANDING AND PUBLIC SUPPORT

An Editorial

University education, like motherhood, prosperity and world peace, has come to rank among the things that everyone approves of. It is generally regarded as not merely admirable but important: as something that should be supported, encouraged, improved and extended. This opinion appears to be shared by the most diverse elements in our society. On it one might expect Mr. Kierans to be in accord with Social Credit, Mr. Douglas with the Canadian Medical Association, or Mr. Pearson with the Voice of Women. It may even come to figure in our next national vision. The topical arguments vary from time to time — emphasis on catching up with the Russians, for example, may give way to emphasis on promoting Canadian identity —but university education is permanently marked as a Good Thing.

A Good Thing may be defined as one that is certain of approval, but not of adequate support : of cheers, but not of funds. Everyone, not in public office, can see that in this country only governments can finance universities adequately. Private benefactions require a combination of wealth and public spirit not common enough to be heavily relied on. To make students pay anything like the full cost of their education is both objectionable and impossible. Yet the latest crop of provincial budgets, while increasing expenditures on university education, leaves Canadian universities a sort of nation-wide depressed area.

But Canadian universities are not only in need of more adequate public support; they require more public understanding both of what they need and of what they are. The crisis in higher education is most commonly treated, in the public press, as consisting simply in the need for more and more undergraduate places. The raising of formal entrance requirements has produced a number of complaints of the injustice done to students whose high school marks average 59.9%; the burden to universities of accepting applicants with 60.1% is not similarly dwelt upon. A recent report pointing out the deficiencies of Canadian

university libraries has aroused no visible public concern. It has indeed become rare for anyone to maintain publicly that, since we marry women, it is excessive to educate them too; that opinion is recorded only once in the Britannica Institute's recent survey of significant national editorial opinion on education. The advance this represents in public understanding is hardly one that calls for much congratulation. The normal practice is to regard universities as public utilities rather than as communities concerned with scholarship. The "benefits of a university education", as they are customarily understood, are extraneous to the university's central function. A university can provide them all, to the satisfaction of most laymen, without paying more than lip service to scholarship. And Canadian universities will find themselves compelled to do so, if their increasing dependence on public funds is not matched by a growing public acceptance of their nature and function.

Our universities are now content, for the most part, to approach the community on its terms rather than on their own. They cannot avoid this except by undertaking to explain what they are as well as how much they want. It is an argument advanced for lay boards of governors that they can interpret the university to the community and defend the university against inappropriate outside pressures. Perhaps they can; but their record in this respect does not seem more impressive than the claim that their legal powers are justified by their financial usefulness. Probably the most widely publicized recent statement by a lay governor is a suggestion for "junior achievement clubs" to instill a proper faith in free enterprise among undergraduates. The task of explanation is perhaps better left to convocation oratory, to presidents in the presence of alumni, or to conferences of the more solemn and unproductive kind. It is a task that Canadian academics shirk; and they shirk also the examination of what the university should be. The article that follows is an honourable exception. We would be wise to remember that, in the long run, our universities will become whatever the public thinks they should be. The task of explanation is also one of definition. Does it now rest in the best hands ?

THE UNIVERSITY AND SOCIETY

by J. Percy Smith*

In the past hundred years, elementary education everywhere has come almost completely under the control of governments as they have assumed financial responsibility for it. The same process has gone on in higher education, but it has been slower; universities with long traditions of autonomy or very lucrative endowments have been able to retain much of their independence, though whether there are any Canadian universities that fit into either of these categories is doubtful. Since early in World War II, however, public pressures formerly undreamed of, including demands for vastly extended services, have come to bear on universities already in existence and have compelled the founding of new ones. Inevitably, the financing of this costly expansion has had to be undertaken largely by governments. Just as inevitably, universities are undergoing and must expect to undergo increasingly intense public scrutiny and discussion. It was never more important, therefore, that their proper functions in society and the special organization that they require in order to perform them should be examined and discussed.

It is easy enough — and for that matter it is true enough — to say that an institution as complex as a modern university defies definition. Yet definitions are important. An institution cannot be all things to all men any more than an individual can; refusing to attempt a definition of a university's nature and functions comes perilously close to admitting that it has none. To make that admission is to invite every individual and group to treat the university as its particular oyster; this is precisely what, to a dismaying extent, Canadian universities are doing.

Perhaps we shy away from definition partly because it is difficult to speak of the role of a university without using language which is to an uncomfortable degree the happy hunting-ground of makers of convocation addresses : "challenge," "ideals," "the lofty pursuit of truth," and all that. Yet surely there is, or should be,

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*University of Saskatchewan. This essay is one of eleven to appear next September in a volume, *Community of Scholars,* edited by G. C. Whalley and published by Clark, Irwin. Other essays in the volume are by M. Cohen, P. Dansereau, V. Décarie, M. Donnelly, V. Fowke, W. L. Morton, J. H. S. Reid, D. C. Rowat, F. R. Scott and F. H. Underhill.

something in the nature of a university which makes language of that sort appropriate. However hollow or debased it may sound on occasion, its significant reference is to the best aspirations of man, and his endless struggle towards them. In the aspiration and struggle modern universities have a part to play which is rather like that taken in an earlier period by some other instiutions. In his preface to *Saint Joan,* Bernard Shaw quotes with approval a passage in a letter that he received from a Roman Catholic priest :

> In your play... I see the dramatic presentation of the conflict of the Regal, Sacerdotal, and Prophetical powers, in which Joan was crushed. To me it is not the victory of any one of them over the others that will bring peace and the Reign of the Saints in the Kingdom of God, but their fruitful interaction in a costly but noble state of tension.

Reading this comment, the thoughtful observer of the present plight of universities in North America would probably dismiss its theological aspect as irrelevant; but the concluding phrase is richly suggestive. A university ought to be in a state of noble tension with society. It has a special and high function to fulfill, which it can perform only through interaction with society; of that interaction, tension is an inevitable result.

Unfortunately, although tension may be noble and fruitful, it may also be destructive; and while it is unlikely that any university or faculty is actually going to be cast in the role of Joan and martyred — still less, canonized — there is no doubt that the tension is often a good deal less noble and fruitful than it should be. Some of the causes of this tension are easily detected : they are inherent in particular kinds of society or periods of history. George Santayana analyzed one of them forty years ago in the course of an essay on the "academic environment" of America. Describing the pattern of education on this continent, he wrote :

> The child passes very young into a free school, established and managed by the municipal authorities; the teachers, even for the older boys, are chiefly unmarried women, sensitive, faithful, and feeble; their influence helps to establish that separation which is so characteristic of America between things intellectual, which remain wrapped in a feminine veil and, as it were, under glass, and the rough business and passions of life. [1]

Readers who do not share Santayana's philosophical bachelordom may not like his comments on women teachers; but we cannot deny

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[1] Santayana, George : *Character and Opinion in the United States* (New York 1920).

the existence of the separation that he described. More recently, David Riesman has argued that such separation is decreasing; but he makes it clear that it is doing so at the cost to the universities of one of the conditions of fruitful tension : the willingness to "feel heretical".[2] In 1962 Sir Eric Ashby, in a noble address at the University of Witwatersrand, discussed the evil effects of another source of strain between a society and its universities: racism in all its aspects.[3] Less than a month after he spoke, university students in Spain were being sentenced to jail terms of up to three years for protesting against policies of the Franco regime — so reminding us that the strains to which I refer find concrete and sometimes ugly expression. Again, there is no doubt that some of the tension now experienced by universities is a product of the extreme specialization — some have called it "disintegration" — of knowledge that has occurred in the past century. It too has made for separation, and at times for mistrust and suspicion even within the universities themselves.

Yet the essential tension in which universities exist, for which the adjectives "fruitful" and "noble" ought to be appropriate, is simply a product of their distinctive character and function. A university has something in its nature which distinguishes it from all other institutions whatsoever : its intellectual commitment. The university exists because of a deep conviction in the community that an institution whose sole essential function is an intellectual one is necessary to the well-being of the community. It does not matter whether one begins with the point of view of Cardinal Newman, who believed that an authoritarian religion was necessary to the life of a true university, or with that of Thomas Jefferson, who believed that a university should have no religious stamp whatever. From either point of view the central proposition looks the same : the concern of a university is with intellect. I am not for a moment suggesting that all persons at universities — even all professors — are intellectuals; obviously they are not. Also, it is quite true that every university has other concerns besides the intellectual one, and in modern society these are increasingly complex. Yet the essential point remains. It cannot be stressed too strongly that whenever a university or a community loses sight of the prime fact about the

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[2] Riesman, David : *Constraint and Variety in American Education* (New York, 1956).

[3] Ashby, Eric : "Universities under Siege", *Minerva,* Vol. 1 No. 1 (London, 1962).

nature of the university — its intellectual commitment — both the institution and the community suffer, and may suffer acutely.

By the intellectual commitment of the university I mean its responsibility to knowledge and the mind of man, a responsibility that is discharged as the institution carries out its essential functions. When Newman wrote his famous discourses on the nature of universities a century ago, he took the view that their prime function was to teach; the search for new knowledge should, he felt, be the concern of a separate kind of institution :

> To discover and to teach are distinct functions; they are also distinct gifts, and are not commonly found united in the same person. He who spends his day in dispensing his existing knowledge to all comers, is unlikely to have either leisure or energy to acquire new.

Newman, however, though he did not know it, was writing for a bygone age; no modern university would accept his claim that teaching and research are separate and divisible functions. On the contrary, we now see them as complementary, and indeed overlapping, activities.

The point is worth examining further. Partly because of the dazzling successes of the natural sciences in extending man's knowledge of his physical nature and environment, it has been easy to think of research as a special activity concerned only with the uncovering of new facts. Still the notion is a wrong-headed one, and we are beginning to leave it behind. After many decades of "disintegration", we are recognizing again that knowledge is one : physics and philosophy are — slowly, with a certain coy regretfulness on both sides — rediscovering their interdependence. We see more clearly that every new "fact" touches in some way all other facts, alters the pattern of truth, necessitates its reappraisal and restatement; and the reappraisal and restatement are quite as much a part of research as the initial discovery. It is here that the supposed distinction between teaching and research at a university vanishes. A university teacher — except in elementary classes that are concerned only with giving students the tools and techniques of a subject — is of necessity, in the classroom and out of it, continuously engaged in the process of reappraisal and restatement. His students must recognize that he is so engaged; indeed, his one real hope of awakening them intellectually and so fulfilling his purpose lies in his being able to share with them some of the excitement and rewards of the process. He cannot

of course share an excitement that he himself does not have; if he has not genuinely accepted his part in the intellectual commitment of the university, he is not worthy of his post. The professor who makes up a set of notes when he has his first appointment and continues to use them unrevised year after year deserves nothing but a funeral; his students ought to be allowed to fire a volley of paper darts over his grave.

The intellectual commitment of the university, then, is its responsibility for the extension of knowledge through discovery and reassessment and for the awakening of young minds to intellectual excitement and challenge. That it is a noble function no civilized person would deny. Why then does its pursuit lead to constant tension between the university and the society in which it exists and some of whose highest purposes it is meant to serve ?

As I have said, tension that arises simply as a result of the intellectual challenge of the university to society is healthy and desirable. In our time, however, Canadian universities are being subjected to strains that are not healthy, but destructive. Their causes lie partly in public ignorance of the proper nature and role of a university and in the self-seeking of special groups. The first of these is well illustrated in a story told by Robert Hutchins as he closed his Marfleet lectures at the University of Toronto in 1952 :

> A year or so ago I talked with a distinguished doctor from Los Angeles about the attempt of the Board of Regents of the University of California to extort an illegal and unconstitutional oath of loyalty from the faculty of that great institution. "Yes, but," he said "if we are going to hire these people to look after our children we are entitled to know what their opinions are."

"I think it is clear," Hutchins went on to comment, "that the collapse of liberal education in the United States is related as cause or effect or both to the notion that professors are people who are hired to look after children."[4] In Canada we have so far avoided the exacting of loyalty oaths, though whether this fact may not be due simply to the superior sleuthing efficiency of the R.C.M.P. as compared with the F.B.I. is uncertain. We need not, at all events, imagine that we are free from the attitude of mind illustrated in Hutchins' story. The failure to recognize that university students

[4]Hutchins, R. M. : *Some Questions about Education in North America* (Toronto, 1962).

are adults, even if young adults, and that a professor's responsibility concerning them differs completely from that of the elementary or high school teacher, is widespread; it is only encouraged by the gross error which some provincial governments make when they place universities, for budgetary and other purposes, under the aegis of their Departments of Education. That the universities have responsibilities to the teaching profession, as to other professions, is certain; but it is equally certain that the distinction between them and other educational institutions must be sharpened, not blurred, if they are to achieve their purposes.

It needs also to be said, despite endless convocation speeches and newspaper editorials to the contrary, that it is not the job of a university to prepare young people for their places in society (whatever that pious phrase may mean). It may sometimes help in doing so; but its doing so is merely incidental to its central function of awakening and enriching the student's mind. The point is one about which we are not candid enough. Alumni secretaries and chairmen of fund-raising campaigns are fond of pointing at the success of university graduates in the world as demonstrated by the superiority of their average income. Yet in a society in which the route to success is more and more that of conformity, of deference to the manager, of accepting the company line and the service club philosophy, one is entitled to wonder whether the statistics are not evidence of the failure of education rather than its effectiveness. Intellectual wakefulness expresses itself through penetration, analysis, criticism, through individuality and the willingness not to conform; sometimes through outright heresy and rebellion; but not through uncritical acceptance of prescribed policy — whether of corporation, church, or government. It follows that in a society whose temper is anti-intellectual (and in any society, including that of Canada, there is much that is of that temper) the intellectually awakened person may be less fitted for "success" than his slumbering contemporaries. "It is not the clear-sighted who lead the world," Joseph Conrad remarked as he eyed the hero of *Victory* with rueful concern. "Great achievements are accomplished in a blessed, warm mental fog . . ." Only in the very long run does intellect make its impact; in the short run, as martyrs and near-martyrs from Socrates to Galileo to Einstein testify from their graves, it is not the way to win friends, influence people, or be promoted to branch manager.

Yet the values and aspirations of the intellect persist; sooner or later every age grudgingly admits that the search for truth is the noblest activity of man. The function of the university is to affirm continually those values and aspirations, and to press on with that search, no matter what the context of social institutions and attitudes may be. It can only do so, not by pretentious efforts to prepare youth for life (as if life were something "out there", and even the most sheltered student had not already been engaged in it for some time before he entered the university), but by presenting a way of life — the way of the questing mind — and inviting and encouraging every person to participate in it. This, and only this, is the primary duty of the university to society. The failure to recognize and understand it is one of the main causes of the destructive tension between society and the university that tends to reduce disastrously the effectiveness of the latter, and so to damage both.

It must at once be admitted that the failure is not only that of society. In recent times the attitudes and values and assumptions of the business world have reached into the universities, and been accepted to a dismaying degree. I am not here concerned with debating the validity of those assumptions. What is beyond dispute is that the quest of the business world is the quest for profits, not for truth. When well-meaning campaigners against public apathy over education assert that education is everybody's business, they participate — unwittingly no doubt — in a fraud. Education is not and cannot be a business; it is a way to life and a way of life, or it is nothing. How far some universities of this continent have gone in conforming with the standards and methods of business was startlingly revealed in a study carried out recently by two American scholars; in a preface to their book, Jacques Barzun speculates as to "the cultural conditions of the repeated failures of mind, ethics, and dignity which they report," and asks,

> Why has the American college and university so little concern with Intellect? At a time when the nation is worried about the haphazard training of its talents, this question must be raised...[5]

There are, of course, many ways by which the proper functioning of a university may be hampered. Interference with the handling of courses of instruction by institutions or individual professors is

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[5]Caplow, T. and McGee, R. J.: *The Academic Market-Place* (New York 1958).

the most immediate of these. Of the other sources of stress, perhaps the most obvious in our time is the pressure placed on universities to give more and more courses in vocational subjects.

The fact that this pressure is understandable does not make it less dangerous. It is not surprising that the taxpayer whose money provides universities with buildings, books, and laboratory equipment, and pays the salaries of professors, should expect his sons and daughters to be given vocational training in them. There is the argument of history, too : has not training in the professions always been a function of universities ? True, one wishes that the word "profession" could be re-defined; in that debasement of language which is so familiar a phenomenon, it has become meaningless, and is likely to be applied to any activity from midwifery to undertaking — cradle-rocking to gravedigging, so to speak. That the universities have a responsibility to society in connection with some kinds of vocational training is undisputed. There are occupations which have as their background masses of theoretical — not to say philosophical — data, argument, and analysis, and require for their proper pursuit the awakened intellect. One thinks at once of the traditional disciplines of law, medicine, and theology, and such more recent partners as engineering. Besides these, there are occupations which may be of less general interest to society and yet of intense regional concern, in the pursuit of which a knowledge of economics, biology, or chemistry is more and more necessary : forestry, mining, and agriculture, for example. It is advantageous to particular communities and their universities that the latter should concern themselves with providing training in these fields.

Nevertheless, the provision of such training is not the prime function of a university; and when too much of its program is directed to providing it, both university and community suffer. The danger of this happening has grown with increased specialization in society. Thirty years ago, at a conference called to discuss the obligation of universities to the social order, President Angell of Yale warned of it.[6] A few years later, R. M. Hutchins spoke of the "strangulation" that was taking place in universities of the United States because of the multiplication of vocational programs :

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[6]In his opening address to the conference on the Obligation of Universities to the Social Order, New York, 1932.

> The pursuit of knowledge for its own sake is being rapidly obscured in universities and may soon be extinguished. Every group in the community that is well enough organized to have an audible voice wants the university to spare it the necessity of training its own recruits. They want to get from the university a product as nearly finished as possible, which can make as large and as inexpensive a contribution as possible from the moment of graduation. This is a pardonable, perhaps even a laudable, desire. But the effect of it on the universities will be that soon everybody in a university will be there for the purpose of being trained for something.
>
> Vocationalism leads... to triviality and isolation; it debases the course of study and the staff. It deprives the university of its only excuse for existence, which is to provide a haven where the search for truth may go on unhampered by utility or pressure for "results."
>
> ...I suggest that vocationalism is not merely bad for the universities; it is also bad for the professions. I beg to lay down this fundamental proposition, that every profession requires for its development the existence of centers of creative thought. To the extent to which universities and professional schools abandon creative thought and degenerate into trade schools the profession must degenerate into a trade.[7]

Hutchins wrote that in 1936. The soundness of his prophecy has probably dismayed even him : twenty years later, in his famous examination of the American scene at mid-century,[8] William H. Whyte Junior found that

> ...while it is hardly news that the U.S. inclines to the vocational, the magnitude of the swing has been much greater than is generally recognized. Only three out of every ten college graduates are now majoring in anything that could be called a fundamental discipline — in the liberal arts *or* in the sciences.

Whyte goes on to comment, after looking at the figures,

> The conflict is not, as some embattled humanists believe, between the sciences and the liberal arts. The conflict is between the fundamental and the applied. Quite clearly, the increase in vocational students is not just an overlayer — it is a subtraction, one that has affected the liberal arts and the sciences in the same degree.

In Canada, the tendency to direct more and more of the attention and energy of universities towards the vocational and the so-called "practical" has not yet gone as far as in the United States. But it is very strong, and increasing. Hutchins's warning of three decades

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[7]Hutchins, R. M. : *The Higher Learning in America* (New Haven, 1936).

[8]Whyte, Wm. H., Junior : *The Organization Man* (New York 1956).

ago was echoed recently for Canadians in a statement submitted by Laval University to the Royal Commission enquiring into education in Quebec:

> Si l'université accepte de subordonner, sans réserves, son enseignement et ses recherches aux nécessités immédiates de la société, la qualité de la connaissance spéculative ne pourra que décliner et le bien de l'intelligence sera pour autant compromis.

And again,

> Les surcharges d'enseignement pragmatique ont gonflé démesurément les effectifs scolaires, affaiblé et désorienté les budgets proprement académiques et continuent à mettre en péril, à cause de la multiplicité des intérêts à poursuivre, la solidarité académique et le niveau de la pensée intellectuelle... Répétons-le : il faut éviter que l'Université s'astreigne à jouer tous les rôles pour tout le monde.

The authors of the Laval statement found strong factual support for their argument — and for the claim that Hutchins had made — in the study made ten years ago, by R. H. Knapp and H. B. Goodrich, into the backgrounds of American Scientists. That study revealed that

> production of scientists is inversely related to size and to vocationalism of curricular emphasis. We found the most productive class of institutions to be small liberal arts colleges with a strong commitment to general education, whereas universities, even after the most charitable adjustments had been made, were seen to be less productive. Engineering institutions were conspicuously unproductive...[9]

The implication could hardly be clearer. If we are in the least degree serious in our much repeated assertion that man's survival in the twentieth century depends on scientists, we had better leave our liberal arts colleges (which in Canada are mainly contained within the universities) as free as possible from vocationalism and other extraneous pressures. Taken out of context, this seems an argument for ivory towers — perhaps in part it is one. Ivory towers are out of fashion in a society that runs to fall-out shelters; yet they are not entirely indefensible. Isaac Newton and Immanuel Kant and Charles Darwin and scores of other men whose ideas have shaped and are shaping history were born tower-dwellers, and it is contemptible to sneer at them for being so. When Milton pointed an un-praising finger at fugitive *and* cloistered virtue, he was not saying that all cloistered virtue is fugitive.

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[9]Knapp, R. H. and Goodrich, H. B. : *Origins of American Scientists* (Chicago, 1952).

There are some vocations which by the weight of numbers of people entering them (and consequently the numbers of teachers they require) tend especially to divert the university from its proper aim and bring about that debasement to which Hutchins referred. Engineering sometimes presents such a threat; I suspect that a more serious one is posed by the profession with which in many ways a university is most closely related — teaching. No one, I suppose, would question for a moment that, of all professional people, teachers are those whom we most want to be brought to that intellectual wakefulness that it is the university's function to effect. The more of university education they have, the better. Nevertheless, it is simple fact that in many parts of Canada the standards for entry into the teaching profession are lower than for most; that many who enter it do so only as a temporary expedient; and that by consequence the number of recruits who enter it annually is incongruously large. It is a sound instinct that has prompted the maintenance of training institutions for them which are separate from the universities, and charged the latter with only the more advanced and theoretical aspects of their professional studies. The evident intention of some provincial governments to make the universities responsible for all teacher training may be prompted by the most praiseworthy motives; but the damage such a move may do to the universities, in diverting them from their proper function and sending them farther down the road to vocationalism, is incalculable.

The pressure on universities to give more and more vocational training of more and more kinds has a parallel in the pressure to provide a wider and wider variety of "services". Much of the latter pressure, like the former, arises from a general failure to understand the essential nature of the university, and a wrong-headed notion of its function. There is an institution with laboratories and books and a faculty of experts : why should not the public turn to it for "practical" help ? Why should a professor of biology not be expected to advise farmers on the value of compost heaps ? Why should an insurance salesman not feel it his privilege to take up hours of an economics professor's time in finding out what advice he can most profitably give his customers about insurance programs? True, the salesman will be paid for the advice when he sells his policies; but is he not, as a taxpayer and perhaps an alumnus, supporting the professor in turn ? The answer in such cases (and they occur by hundreds every year) is clear enough : the job of

university professors is the pursuit of truth — in plant ecology and economics as in other fields — not the purveying of gainful information or advice.

There are, however, many demands for service in which the proper role of the university—or of the individual professor—is not nearly so clear. The pattern of extension programs and adult education has often been a source of embarrassed amusement among faculty members outside them, because of their offerings. It goes without question that universities can, occasionally do, and frequently should provide stimulating educational experiences through these channels; but there is no doubt also that, under governmental or other pressures, they very often attempt to give the public something it supposedly wants, with little regard for what it is a university's main function to provide : intellectual stimulation. There is nothing wrong, certainly with telling people how to grow larger gladioli, keep a family budget, or appraise real estate; but it simply is not a university's job to do so. If much that goes on under the name of adult education in Canada is neither adult nor educational, the universities themselves must accept some of the blame. They have allowed themselves to be drawn into doing work which is remote from their proper function and should be undertaken by other organizations; as a consequence, by one of those subtle reactions of attitude that are familiar to academics everywhere, they have shied away from doing work that they and only they are especially qualified to do. The pattern is perfectly logical : to the extent to which a university gives its energies to providing services for which it is not the appropriate vehicle, it jeopardizes its main purpose. That purpose can be fulfilled only as it is recognized that a university is a community in which, to a greater extent than in most communities, all are members of one or another. Every department is affected by every other department, not only through the quality of its work, but through such direct, concrete matters as budgets and appointments.

It is for this reason also that another recent phenomenon of university organization is disturbing to many professors : the proliferation of "institutes" that are one of the trade marks of this century's naïve faith in specialization. Again, there is nothing wrong with setting up special organizations to do research in special fields. Many such institutes function admirably in conjunction with university programs. But there is something decidedly wrong when they

are established, not as the expression of a need felt and recognized within the university, but simply to suit the convenience of a particular department of government, or the wishes of a group in the community with a particular axe to grind and some influence on the Board. Institutes, though they may be established to carry out special projects, have a way of perpetuating themselves; they too occupy space, affect budgets and programs, and present problems of staffing.

I do not for a moment question the duty of the university to provide special services to society. Professors are no more exempt from civic responsibilities than are other citizens; and of course government departments, Royal Commissions, and the like have often called them from a variety of fields — economics, engineering, law, science, history — to help in dealing with problems in which their special knowledge and insights are useful. No one questions the government's right to do so, or the professor's duty to respond. But it is precisely the fact that his daily professional concern is with the pursuit of truth rather than the giving of advice that makes him valuable in the special situation.

In addition to the vocationalist pressure and the service pressure, let me name one other : the business pressure. By this I do not mean pressure from business interests to bring about changes in university policies or programs; I think Canadian universities have been remarkably free from such attempts. What I do mean is the disposition to treat a university in too many ways as if it were a corporation seeking profits rather than a community seeking truth.

The structure of government of Canadian universities and its effects on them have been discussed elsewhere. One of those effects — perhaps the worst — has been explored in the essay by Professor Morton,[10] who shows how far the managerial revolution, that phenomenon of twentieth century capitalism, has extended into the universities. A corollary of the phenomenon is the rise of the notion that a physical university — the grounds and buildings — constitutes a "plant", like the physical establishment of an industrial concern. There is of course no harm in the mere name, but nothing could be more stultifying to the enquiring mind than the tendency which is invoked by the notion it implies; for if a university is a "plant", then the teachers are "hands" and the students are pre-

[10]C.A.U.T. *Bulletin,* February 1961.

sumably "goods in process", or something of the kind. Out of this sort of thinking comes the demand for "full utilization" of the plant and, by implication, higher output by the hands. The imponderables involved make it difficult to translate this demand into concrete proposals. Nevertheless, in some universities of this continent it finds expression in a requirement that professors check into and out of their offices like factory workers punching a clock. In one Canadian college a ludicrous attempt was made — perhaps it is still made — to access a professor's output by means of a scale based on the number of hours of lecturing he did per week and the number of students lectured to. I have myself heard a Board member maintain that professors in subjects such as the humanities ought to be expected to teach for eleven months in the year : a comment which revealed how staggeringly he had failed to understand his own job, for he was not only a Board member but an educational administrator at a very high level.

> The people who are not accustomed to teaching — and this includes practically all educational authorities — have no idea of the expense of spirit that it involves,

wrote Bertrand Russell in "The Functions of a Teacher".[11] That most civilized American Henry Adams, as he looked back on the seven years which he had spent as a Professor of History at Harvard, saw clearly what was the heart of the matter in those days of railroad scandals and the Gold Conspiracy — as it is in these days of Bomarc programs :

> Any large body of students stifles the student. No man can instruct more than half-a-dozen students at once. The whole problem of education is one of its cost in money.[12]

That the professors themselves must accept part of the blame for the effects of the business pressure is true. The silly reverence for the lecture system which one finds everywhere in North America, for example, simply invites the analogy with industry and plays into the hands of "management". We forget that the amount of intellectual stimulation which a student receives is by no means determined by the number of hours he spends in listening to a professor talk. The lecture system is far too business-like to be efficient.

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[11]Russell, Bertrand : *Unpopular Essays* (London, 1950).

[12]Adams, Henry : *The Education of Henry Adams* (Boston, 1918).

Indeed, these examples of the three pressures which I have been talking about — the "vocationalist", the "service", and the "business" — lead us to a paradox which is becoming familiar : the demand for "business-like" efficiency in education leads to inefficiency. The business-man president has had disastrous effects on many a university in the United States in the past three decades. In Canada we have for the most part continued to recruit our presidents from among academics; but the Canadian president is appointed by and responsible to a Board which is very largely dominated by business-men in almost every instance. That these are in their own ways able men we need not question; that they sincerely want to serve the university we can not doubt. Yet inevitably they bring to their deliberations over university affairs the habits of mind which have served them in the business world. They venerate the cleared desk, the balanced budget, the tight and tidy schedule; to say nothing of that fatuous Dale Carnegie glibness of speech which enables the most abject company hireling to comment on any subject from literary censorship to Russian colonization of the moon in bold ungrammatical clichés. These are the hallmarks of a kind of efficiency, apparently. There must be countless graduates of universities who, having this in mind, would agree with John Wain as he reflects in his autobiography[13] that if Oxford had been efficient, his student days there would have been valueless. Harold Taylor, the Canadian-born president of Sarah Lawrence College, described his ideal university president in terms different from those suggested above :

> Although I am for answering mail promptly, dealing with things as they come up, and being generally helpful, the image of administrative virtue which I cherish is of Sir Richard Livingstone, as President of Corpus Christi College and Vice-Chancellor of Oxford University, seated at a twelve-foot desk, partly hidden from view by piles of books, manuscripts, flower-pots, and papers, answering his mail by hand and calling upon a member of his faculty with a head for figures to add, subtract, multiply, and otherwise deal with the items of the annual budget. In order to arrange this happy situation it is necessary to be attached to a college at least five hundred years old, heavily endowed with regular income, with a student body of no more than two hundred. It does, however, furnish an ideal toward which one can hope to move.

[13]Wain, John : *Sprightly Running* (London, 1962).

> The fact is that there is a serious danger not only to individual institutions, but to the country's intellectual and cultural life, in substituting administrative executives for learned men in positions of educational leadership.[14]

I am not praising inefficiency. The point is only that efficiency in a university is not the same thing as efficiency in a business corporation, and when we make the mistake of thinking that it is and act accordingly, we actually impair the efficiency of the university and reduce its effectiveness — which is a different thing, and more important.

Illustrations are not hard to find. The Canadian Association of University Teachers came into being first because so far as salaries, pensions, and the like were concerned Canadian professors were being treated with unimaginable shabbiness by their Boards, who were doing nothing about the problem beyond wringing their hands periodically over the defection of faculty members to the United States. The staffing problem that we now face is staggering; can anyone conceive of what it would have been if the C.A.U.T. and local faculty associations had not attacked the salary question ? Canada is at present spending millions of dollars on university expansion. Boards of Governors — at least some of which have been partly awakened to their responsibilities in the past decade — are showing concern about the new buildings that are being erected on every campus. They hire reputable architects, consult the principal administrative officers, and spare no expense. Yet many a faculty member can tell stories of waste and inefficiency in the construction of new buildings that would give the average taxpayer thrombosis, and much of it is due to the simple fact that the teachers and students who are to use the classrooms, halls, and offices have too seldom — and in some instances never — been consulted about their design or the logic of priority. Their advice would cost nothing; yet I know professors who have been snubbed repeatedly for making sensible suggestions about the installation of equipment even in their own special fields, which would have saved thousands of dollars. It is true that the situation is improving, as faculty members find ways of making themselves heard. At one university, professors were so aghast over the illogicality of the building program proposed by the Board of Governors that they set up a committee which arduously — and voluntarily — worked out a new program, to

[14]Taylor, Harold : *On Education and Freedom* (New York, 1954).

such good effect that the Board had no reasonable choice but to adopt it in place of their own. It was not a trivial item : it envisaged the expenditure of twenty-five million dollars.

I shall cite one further example. Recently, at the request of the National Conference of Canadian Universities and Colleges, a survey was made of the resources of Canadian university libraries for research in the humanities and social sciences. The person who made the survey was Edwin E. Williams, of the Harvard University Library. His report was published in November 1962. Its language is carefully polite, but what he says ought to cause us to shrink in embarrassment. He makes devastatingly plain what Canadian professors have known and said for many years : that Canada's library resources are disgracefully inadequate. In this country, which blatantly boasts of its high living standard in a world of want, there is not a single university library which can be counted as distinguished, except in narrow fields :

> Any recapitulation of strong points in Canadian research collections (says the report) soon makes it evident that, except in Canadian subjects and mediaeval studies, there are no collections in major fields that are outstanding as a whole — assuming that an outstanding collection is one strong enough to attract scholars from other countries.[15]

If the resources are not adequate for scholars from elsewhere, they are not adequate for Canadian scholars either — unless we are prepared to accept as adequate what is in fact second-rate. If the point needs any further underscoring, it gets it in Bernard Ostry's recent report, published by the Humanities Research Council of Canada and the Social Science Research Council of Canada.

> We cannot compete with the better United States universities (Mr. Ostry comments) who can offer higher salaries, research libraries, easier teaching loads, more graduate students and guaranteed research assistance. We are being forced already to compete for the moderately competent United States teacher and for our own best students. But our most promising young people tend to go abroad, especially to the United States, on fellowships much more generous than any offered by Canadian institutions. They are not likely to return... The result is that during the next five years we will lose more of our better scholars, and most of our best students while we add to existing staff poorer teacher-scholars. This will in turn mean a decline in university standards in all disciplines throughout the nation's universities and

[15]Williams, Edwin E. : *Resources of Canadian University Libraries for Research in the Humanities and Social Sciences* (Ottawa, 1962).

especially in undergraduate studies. The loss of a few fine Canadian scholars will soon affect too not only the university but also the civil service and the quality of our Royal Commissions. It will affect in fact the whole of our civilized life.[16]

In the natural sciences, professors have in general been infinitely better supplied than their colleagues, in Canada as elsewhere, with the materials that they need. It is all the more interesting therefore to find an outstanding theoretical physicist commenting in this way :

> The heart of a university consists of the men on its faculty and the books on its shelves. (I do not mention students because a good university will automatically attract good students.) It is pitiful to see some universities squander their resources on magnificent buildings which remain empty shells. Even large pieces of laboratory equipment — wind tunnels, electronic computers, and cyclotrons — bring dangers and should be feared. They represent large investments and can exert pressure on scientists to work on problems which use the monsters, and thus promise some return on the investment. This pressure, direct or indirect, is quite analogous to that of sponsored research projects.[17]

Why, if Canadian professors have known for years of the situation which I have been describing, has so little been done about it ? The answer is plain. Libraries, like the laboratory equipment referred to by Professor Schild, cost money; but they do not, like that equipment, promise an immediate, tangible, and perhaps marketable return. As though this fact were not obstacle enough, there is another which seems to me even more significant. It is that faculties of Canadian universities have never been consulted about general university budgets (though they are regularly invited to contribute to endowment funds).[18] Department heads and deans may prepare budgets for their departments or colleges, but they are in no way responsible to their fellow professors — only to senior administrative officers and Boards. In the larger apportionment of funds they have no say. When a decision has to be made whether to invest in sports equipment, pave a parking lot, or buy books for a library, that decision is not a faculty one. I do not mean to imply that faculty

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[16]Ostry, Bernard : *Research in the Humanities and in the Social Sciences in Canada* (Ottawa, 1962).

[17]Schild, Alfred : "The University and the Physical Sciences", in C.A.U.T. *Bulletin*, February 1963.

[18]One always makes such a statement with the faint hope that somewhere an exception will turn up. As I write this, I am aware that at one university a faculty committee has recently been given some responsibility in preparing the annual budget; how much is not clear. The step ought not to seem remarkable, but it has taken ten years of patient work by the faculty, through its organization's officers, to bring it about.

decisions would automatically be right ones at every point; but it is a decidedly non-intellectual scale of values that is reflected in our stadiums, rinks, and parking facilities — and in Mr. William's report.

Vocationalism, the demand for services, and the cry for "businesslikeness" are three sources of the tensions that exist between society and the university in our time that seem to me to be seriously damaging to both. If we in fact believe that an institution devoted primarily to intellect and the pursuit of truth is good for society, and that the university is meant to be such an institution, then we are bound to seek ways of ending those tensions. Where shall we find them ?

Perhaps it is the absurdly logical counsel of despair, but I suggest that we might try looking in the likeliest place — among the people who both know and care most about the universities, have committed their lives to them, and indeed to a large degree *are* the universities. It has too nearly been forgotten on this continent that a university is a community of which the teachers and, more transitorily, the students are citizens. Because the teachers are its permanent citizens, there is no one else whom its devotion to the pursuit of truth is so important, the excellence of its standards and reputation so vital. Under our present system of university government, the faculty members' knowledge of and devotion to university affairs are — so far as questions of policy-making are concerned — to a shocking extent unused.

The illogicality of the structure of university government in Canada has been fully discussed. It is important to recognize that at first this structure was not illogical, that it represents a transitional stage in the development of the universiy pattern, a patern which in turn reflects the changing relation between the university and society. The first universities of the Western world were, as has often been pointed out, organized as autonomous communities of scholars who largely managed their own affairs, both business and academic. These scholars, however, were churchmen; they worked within the framework of the church; and they conceived their function — as Newman did in the nineteenth century — to be one of teaching. Their commitment was to intellect; but their range was narrow; and their relationship to society — except through their training of men for the professions, and even in that they were

limited — was remote. Bertrand Russell describes the situation and its effect in this way :

> In the middle ages teaching became the exclusive prerogative of the Church, with the result that there was little progress either intellectual or social... Institutions such as universities largely remained in the grip of the dogmatists, with the result that most of the best intellectual work was done by independent men of learning. In England, especially, until near the end of the nineteenth century, hardly any men of first-rate eminence except Newton were connected with universities.[19]

It was the rise of the Industrial Revolution, with its call for a vast increase of scientific and technological knowledge, and of the democratic idea, with its call for universal secular education, that altered the picture. These forces compelled the existing universities to revise their programs radically; and they led to the establishment of scores of new ones, most of them not under church auspices at all. In the process of change, which has occurred mainly during the past hundred years, the old universities such as Oxford and Cambridge were able to retain their status as self-governing communities. The new ones, including most universities of North America and in part the "redbrick" universities of Great Britain, were never given that status : instead, they were given a form of government which made them resemble business corporations, the supreme authority being invested in a Board which, in an increasingly commercial society, was dominated more and more by business men. In Great Britain, the value of faculty participation in, and in many ways faculty control of, university government was recognized; on this continent it was ignored. Still, the stage of development was a necessary one, and the new universities would not have existed without it. It takes imagination, energy, and faith, as well as time and money, to translate a community's vague sense of the need for higer learning into libraries, professors, and classrooms. It is clear that those qualities were — and for that matter are — richly present in many governing Boards.

We are now losing sight of a primary fact, however; what should have been only a stage of development, necessary though it was, is being prolonged and threatens to be perpetuated. I have tried to show some of the ways in which, under their present form of government, universities are subjected to pressures that cause them more and more to neglect or lose sight of their central function. Un-

[19]Russell, Bertrand : *Unpopular Essays* (London, 1950).

less we can enable them to free themselves of these pressures, which the present form of university government actually invites, we are going to find history repeating itself. Just as the earliest universities, which were founded under the auspices of the church as centres of intellectual light and growth, were later stultified by the church's dogmatism, so the new universities, founded under the auspices of modern commercial society, will be stultified by that society's prejudices and pressures.

There is no question that the pressure for higher education is going to increase even more rapidly in the next decade than it has done in the past one. As Bernard Ostry says, using a figure which is generally regarded as moderate,

> In the universities, by 1972, we shall have close to 400,000 full-time students trying to attend classes, that is more than three times the number today.

We must face the fact that for a large proportion of these students the kind of education which a university exists to provide is unsuitable : a fact that is demonstrated by the great numbers who fail or drop out in the first two years. These students nevertheless want and deserve special training beyond the high school level : we need desperately a large number of institutions of higher learning where the emphasis will be on the vocational and technical training that a great many of our high school graduates most require. If we insist on trying to make the universities do this job, we shall be pleasing the ambitions of some empire-building administrators, and we may have the feeling that we are saving some money; but the job will not be done properly, and the universities will in large measure be destroyed.

There is not space here to explore the need I have described. I suggest, however, that one way of helping to prevent the collapse of the universities is to recognize in practice the principle that they are communities, and to accept the implications of citizenship, freedom, and responsibility which that principle implies. Nothing else will make it possible for them to recover and maintain the intellectual commitment that they were established to serve; to discover and pursue their own needs in the light of that commitment; and to assess their own responsibility to the society in which they exist. That such a course would mean placing the control of policy, administration, and budgeting in the hands of a democratically organ-

ized teaching body is clear enough. That it is a large order, requiring a large fund of faith and imagination on the part of any community that tried it, is even clearer.

And yet why so ? It is certain that the pursuit of truth can proceed effectively only under conditions of the greatest freedom. Do we not believe that democracy provides the greatest freedom ? Able university presidents, even under the present governmental structure of universities, have claimed that so far as its limits will allow them to be applied, democratic practices are best.

> The completely democratic procedure in educational matters may be very slow and at times exasperating... (said Dr. W. P. Thompson in a much-admired address). It may result in mistakes which would be avoided if decisions were made by able administrators. But its benefits greatly outweigh its disadvantages.

One of the reasons for the strong support of popular education in democratic countries has been the notion that a more literate electorate would be a more intelligent and responsible electorate. Do we suppose then that higher education disqualifies man and women from governing responsibly by democratic means a community with which they are closely identified? If we are serious in our concern for the existence in society of an institution devoted to the pursuit of truth, and if we believe in democracy as the way to freedom and in education as the way to responsibility, then our present practices as regards university government are sheer hypocrisy.

I am not implying that universities which were democratically organized communities of scholars would never blunder. Of course they would. So do other democratic institutions, and professors are by no means infallible. Still, the great majority of them are responsible people, who dislike laziness, stupidity, and self-seeking as much as anyone; and they have the advantage of being able to detect and diagnose these diseases when they appear in their colleagues a good deal more accurately than an outsider can do. Besides, if their blunders became utterly outrageous, if in fact a forthright experiment in democracy failed, the civic governments that control the purse-strings would have it in their power to terminate it. I myself do not believe this would happen. I believe that the effects of re-ordering the universities as democratic communities would be incalculably good. Not the least valuable of them would be a wholesome knowledge in society that it was engaging in an honest experiment in

higher education and democracy, simultaneously. Another would be the release of the universities to a large extent from those improper pressures that have been described in this essay, with their debilitating effect on university work. Relieved of those pressures, universities could turn with full vigour to that pursuit of truth which must be central to all their activities. The intellectual commitment that is their *raison d'être* would be reaffirmed; and they would give to society the service that they were established to provide, by keeping clearly before it the challenge of the awakened mind. Challenge inevitably means tension, and tension is costly; we need to make sure that it is also fruitful and noble.

THE NEW C.A.U.T. SALARY SCALE

A new C.A.U.T. salary scale was proposed by the Finance and Executive Committee at the December meeting of Council. The Executive Secretary, reporting on that meeting in the December issue, mistakenly attributed the new scale to the Salary Committee, whose usual salary survey for 1962-63 the Executive and Finance Committee received at the same meeting. The new scale is intended as an objective for 1963-64. It is as follows :

Professor	$15,000 minmium
Associate Professor	12,000
Assistant Professor	9,000
Lecturer	7,000

C.A.U.T. members may find it interesting to compare this objective for national minima with the regional variations in existing median salaries, as reported by the Dominion Bureau of Statistics (*Daily Bulletin,* 22 February 1963).

MEDIAN SALARIES[1] OF FULL-TIME TEACHING, STAFFS[2] AT 17 UNIVERSITIES AND COLLEGES[3], BY RANK AND REGION, 1962-63

Rank	*Region*				*Increase over 1961-62*	*Total Staff Members*
	Atlantic Provinces	*Central Canada*	*Western Provinces*	*Total*		
	$	$	$	$	%	No.
Deans	13,071	17,607	15,800	16,031	2.9	107
Professors	10,179	13,236	13,017	12,972	2.8	1,087
Associate Professors	8,197	9,849	10,092	9,858	1.6	1,275
Assistant Professors	6,781	7,865	7,845	7,778	1.2	1,601
Instructors and Lecturers	5,512	6,242	6,336	6,226	3.1	927
All ranks[4]	7,250	9,150	8,989	8,894	2.9	5,016[4]
Percentage increase in median for all ranks :						
1961-62 to 1962-63 ..... %	3.7	3.0	1.3	2.9	—	—
1960-61 to 1962-63 ..... %	8.2	5.9	3.9	5.8	—	—
1959-60 to 1962-63 ..... %	15.0	13.7	7.7	11.5	—	—

[1]Medians calculated from salary intervals of $500.

[2]Religious staff paid on a scale less than that for lay staff are excluded.

[3]Institutions included: *Atlantic Provinces*: Acadia, Dalhousie, St. Francis Xavier, Mount Allison, New Brunswick; *Central Canada*: Bishop's, McGill, Queen's, Toronto, Trinity, Victoria, McMaster, Western Ontario; *Western Provinces*: Manitoba, Saskatchewan, Alberta, British Columbia.

[4]Includes 19 ungraded professors in Central Canada not distributed above.

THE R. C. M. P. ON THE CAMPUS

I. The Parliamentary Secretary to the Minister of Justice made the statement below in the last Parliament. Members of the C.A.U.T. who have been concerned over reports of R.C.M.P. activity on the campus will be interested in the statement, which is unequivocal and which would appear to mark a change in government policy. Mr. Bell's statement, and the question to which it constituted an answer, are taken from *Hansard,* 21 January 1963, p. 2920.

"Question No. 1,234 — Mr. Berger :

1. Are members of the R.C.M.P. engaged in interviewing students and faculty members at Canadian universities about the political views and political activities of other students and faculty members and, if so, (a) for how long have such interviews been taking place (b) what ranks are employed in conducting these interviews (c) what qualifications do they possess ?

2. What government departments and officials have access to the reports made by the R.C.M.P. in this connection ?

3. Are private persons and corporations supplied with any of the information obtained by the R.C.M.P., or do they have access to any of the reports made by the R.C.M.P. in connection with these investigations and, if so, under what conditions ?

Mr. T. M. Bell (Saint John-Albert : Parliamentary Secretary to the Minister of Justice) :

1. Members of the R.C.M.P. are not engaged in interviewing students and faculty members at Canadian universities about the political views and political activities of other students and faculty members.

2. Answered by No. 1.

3. Answered by No. 1."

II. In a press interview on 21 March 1963, R.C.M.P. Commissioner C. W. Harrison has said that the R.C.M.P. does investigate suspected political activity on Canadian campuses. From his statement, the interviews Mr. Bell's statement refers to are being conducted by members of the R.C.M.P.

NOTICES

C.A.U.T. GROUP FLIGHTS

The usual notice of a proposed charter flight to Europe (in the December issue) must be followed here by the usual notice of its cancellation. There remain, however, three group flights, via B.O.A.C. Boeing 707 jetliners.

The round trip fares (subject to government approval) are :
adults $341.70
children, 2 through 11 years $176.50
infants, under 2 years 31.30
The three flights are :

Group no. 1 : Toronto to London, 19 June 1963.
London to Toronto, 9 September 1963.

Group no. 2 : Toronto to London, 8 July 1963.
London to Toronto, 22 August 1963.

Group no. 3 : Toronto to London, 10 July 1963.
London to Toronto, 12 September 1963.

Applications in the following form should be sent to the Finlay Travel Service, Continental Companies Building, 160 Bloor Street East, Toronto 5. Cheques, markes "plus exchange" if from outside Toronto, should be made payable to Finlay Travel Service.

Full Name(s) of Passenger(s) 1) ..... Age .....
Mr. Mrs. Miss

Relationship : ..... 2) ..... Age .....

PLEASE PRINT ..... 3) ..... Age .....

..... 4) ..... Age .....

(Important — for children and infants, indicate date of birth)

Canadian Address : ..... Residence Tel. : .....

..... Business Tel. : .....

University : ..... Department : .....

Documentation Requirements : (1) Valid Passport.
(2) Valid Smallpox Vaccination Certificate (not older than 3 years on return to Canada).

Note : British Subjects having been permanent residents of Canada for 5 years prior to 1 January 1947 are classified as Canadian Citizens. Persons who arrived in Canada after this date will be considered citizens of their country of origin unless they have taken out Canadian Citizenship (5 years residence in Canada required).

Following application forms will be provided on request :-

( ) Canadian Passport Application.
( ) British Passport Application.
( ) Canadian Passport Renewal Application.
( ) British Passport Renewal Application.
( ) International Vaccination Certificate.

I Hereby Apply For ..... (number) Seats on Group #.....

I declare myself to be a bona-fide member of the CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS and have been a member for at least 6 months prior to travel date. I am also applying for my family members as shown above and/or complete family dependents whom I declare to be members of my household without other support, and whom I will accompany on the flight.

I enclose deposit of $40.00 per adult and $20.00 per child (no deposit required for infants). Balance payment will be sent by *MAY 19th, 1963.*

Date ..... Member's Signature .....

THIRTY-SECOND COUCHICHING CONFERENCE

The Canadian Institute on Public Affairs will hold its thirty-second Couchiching Conference on VALUES IN CONFLICT at Geneva Park, north of Toronto, 27-31 July 1963.

Speakers from Canada and abroad, including Bertrand de Jouvenel, Frank Underhill, Kaspar Naegele, Gregory Baum, will assess the principal values in western civilization while pointing to any instances of lip-service to values which seem to be contradicted by our patterns of life and thought, or which seem to be in contradiction with each other. Other areas to be explored are values in the making and values in the economic, political, social, and personal spheres.

The registration fee is $30.00 for non-members and $25.00 for members of the Institute, payable in advance to the Institute. Accommodation, including room and meals, is payable on departure from the Conference.

Further details and information may be obtained from the Canadian Institute on Public Affairs, 244 St. George Street, Toronto 5, Ontario.

NOTICE OF POSITIONS VACANT*

University of Alberta, Edmonton.

Invites applications for the position of Instructor in Occupational Therapy, starting salary in the neighborhood of $4,400 per annum, duties to commence 1 October 1963. Applicants with teacher's certificate are desirable, but consideration will be given to Registered Therapists with instructing capabilities and experience. Applications should include a *curriculum vitae* of training, professional and teaching experience, age, marital status and a recent photograph. Names and addresses of three referees should also be included.

Address applications to Dr. J. R. Fowler, University of Alberta, Department of Physical and Occupational Therapy, Edmonton, Alberta.

University of Alberta, Edmonton.

Invites application for a position in Educational Sociology in the Division of Educational Foundations of the Faculty of Education. The appointee will be expected to offer instruction in courses in educational sociology. Other duties will include the supervision of student teaching and of graduate programs in foundational fields.

The beginning salary for the above position is normally from $7,500 or higher (exclusive of summer session work) depending upon training and experience. The University is prepared to pay a married person a removal grant up to one month's salary. The appointment will be effective 1 September, 1963.

In support of their applications candidates should submit a transcript of university training, a *curriculum vitae*, a recent photograph, the names of three persons acquainted with their work as students and teachers, and evidence of certification and teaching experience.

Applicants from universities that maintain placement bureaus should have the usual dossier forwarded.

Applications should be addressed to the Dean, Faculty of Education, University of Alberta, Edmonton, Alberta, and marked

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"Appointments in Educational Foundations."
Assumption University of Windsor, Windsor, Ontario.

Faculty of Arts and Science
Department of Classics

Invites applications from Classics specialists at rank of Lecturer, Assistant Professor, or Associate Professor, depending on qualifications and teaching experience.

Minimum requirement M.A., Ph.D. or equivalent preferable, or proximity to Ph.d. Begin September 1963.

Applications to Rev. J. M. Hussey, C.S.B., Professor and Head, Classics Dept.

Essex College (to be merged in the University of Windsor, 1 July, 1963), Windsor, Ontario.

Applications are invited for the positions listed below. Inquiries should be sent to the Dean, or Director of School or Department Head concerned. Salary and rank depend on qualifications and experience. Appointments for 1 September 1963.

Faculty of Arts and Science

1. School of Business Administration. Two vacancies in areas of Accounting and Finance; Personnel, Labour Relations, Human Relations; Basic Marketing and Advanced Marketing; or any combination of these three areas.

2. School of Nursing Education. Two vacancies. Area of teaching — Nursing Service Administration. Applicants should have Master's Degree with experience as a head nurse and/or supervisor.

3. Department of Biology. Two positions; one requiring interest in entomology with strong background in physiology; the other, interest in invertebrate zoology and animal ecology. Candidates should hold a doctorate and preferably should have some teaching and research experience. Duties will include undergraduate teaching, research and assisting with the development of a graduate program in zoology.

4. Department of Chemistry. Three vacancies for Organic and Theoretical Chemists. Excellent research facilities in new, modern laboratories. M.Sc. and Ph.D. programs.

Also available : Fellowships up to $3,500 p.a. for qualified students proceeding to M.Sc. and Ph.D. degrees for research in Analytical, Bio, Inorganic, Organic, Physical and Polymer Chemistry. Postdoctoral Fellowships also available.

5. Department of Physics. One theoretical physicist and one experimental physicist required because of expansion of department. Preference will be given to theoreticians with interests in solid state or nuclear physics and to experimental physicists with interests in radio frequency spectroscopy. Successful applicants will be expected to instruct in undergraduate and graduate courses and to devote a part of their time to research.

Faculty of Applied Science

1. Chemical Engineering. Two vacancies; one for an Assistant Professor, 0 to 3 years' experience; the other for an Assistant or Associate Professor with 0 to 6 years' experience.

2. Civil Engineering. Two vacancies for teaching in undergraduate, graduate courses and research in Soil Mechanics, Foundation Engineering and Transportation Engineering; in Advanced Hydraulics and Hydrology; in Engineering Mechanics, Graphic Statics and Mechanics of Materials. Preference will be given to applicants with Ph.D. degree or working toward it.

3. Engineering Science. One vacancy in field of Metallurgy. M.S. or Ph.D. in Metallurgy or Metallurgical Engineering required for teaching undergraduate courses as well as assisting in the development of a graduate program.

4. Mechanical Engineering. Assistant or Associate Professor of Mechanical Engineering with a Ph.D. or equivalent and a research interest in fluid mechanics or heat transfer. Duties will include undergraduate teaching as well as assisting in the development of a Ph.D. program.

Laurentian University, Sudbury, Ontario.

Department of Business Administration

Lecturer or Assistant Professor to teach marketing, labour problems, and business organization. Bilingual preferred. Lecturers $5,500 - $7,200, assistant professors $7,000 - $8,500. Business experience an asset. Write to Acting Head, Department of Business Administration.

Monash University, Melbourne, Australia.

Foundation Chair of Education

Applications are invited for appointment to the Foundation Chair of Education. As well as carrying out normal scholarly activities in the study of Education, the Professor of Education will be expected to provide teacher-training to intending Secondary School Teachers.

Salary : £A4,250 with superannuation on the F.S.S.U. pattern.

Full information on application procedure, conditions of appointment, superannuation, travel and removal allowances, study leave and housing, is available from *The Secretary, The Association of Universities of the British Commonwealth, Appointments Section, Marlborough House, Pall Mall, London S.W. 1,* or *The Registrar of the University, P.O. Box 92, Clayton, Victoria, Australia.*

Closing Date : Applications close with the Registrar of the University on 13 May 1963.

The Council reserves the right to make no appointment or to appoint by invitation at any stage.

Monash University, Melbourne, Australia.

Chair of Inorganic Chemistry

The Council proposes to establish a second Chair in the Department of Chemistry, of which Professor R. D. Brown is at present the Head, and to appoint to it a scholar whose field is inorganic chemistry.

Salary : £A4,250 per annum with superannuation on the F.S.S.U. basis.

Full information on application procedure, conditions of appointment, etc. is available from *The Secretary, The Association of Universities of the British Commonwealth, Appointments Section, Marlborough House, Pall Mall, London S.W. 1,* or *The Registrar of the University, P.O. Box 92, Clayton, Victoria, Australia.* Enquiries relating to the present staff, facilities and activities of the Chemistry Department should be directed to Professor Brown, c/o The University.

Closing Date : Applications close with the Registrar of the University on 20 May 1963.

The Council reserves the right to make no appointment or to appoint to the Chair by invitation at any stage.

Mount Allison University, Sackville, New Brunswick.

Applications are invited for positions in the Department of Physics. Rank and salary to depend on qualifications and experience. Address applications, curriculum vitae and names of referees to : D. P. Crawford, Professor of Physics, Mount Allison University, Sackville, N.B., Canada.

Ontario College of Education, Toronto.

The Department of Educational Research invites applications for the following positions:

Assistant Professor of Educational Research.

One position vacant for 1962-63 academic year; second position vacant for academic year commencing 1 July 1963.

Applicants should have several years of post-doctoral experience of proven competence in statistics, measurement, and experimental design, preferably in education, and hold a permanent teaching certificate with successful teaching experience. Opportunities for graduate school lecturing and development of own research interests. Opportunity for teaching at the July-August Summer School where qualifications fit the needs of the Ontario College of Education.

Primary responsibility to supervise part of research activities of the department. Beginning salary $8,600 and up depending on training and experience.

Lecturer in Educational Research.

One position vacant for the academic year commencing 1 July 1963.

Applicants should be on the point of completing all requirements for the doctorate and should have training and experience in statistics and research, and preferably teacher training and successful teaching experience. Opportunities for graduate school lecturing, if qualified for the needs of the Ontario College of Education.

Primary responsibility to supervise part of research activities of the department. Beginning salary $7,000 and up depending on training and experience.

Please send a letter of application, *curriculum vitae,* recent photograph or snapshot, copies of reprints, transcripts of academic record, and names of three persons from whom an assessment of

academic and personal qualifications may be secured to : Dr. R. W. B. Jackson, Director, Department of Educational Research, Ontario College of Education, Suite 500, 344 Bloor Street West, Toronto 4, Ontario.

St. Patrick's College, Ottawa.

Invites applications for permanent positions in the following departments : Economics, Mathematics, Sociology.

Salary range $6,000 to $10,000 depending upon qualification and experience.

Applications should be sent to the Dean, St. Patrick's College, Ottawa, Ontario.

University of Saskatchewan, Saskatoon.

The College of Pharmacy invites applications from qualified persons for positions in the departments of Pharmaceutical Chemistry, Pharmaceutics, Pharmacy Administration and Pharmacognosy. Candidates should have a Ph.D. degree in the area of specialization. Major duties will be teaching undergraduate classes and directing graduate research. The status of associate professor or professor is envisaged for the future, but starting salary will depend upon experience and qualifications. The University has a salary schedule, pension plan, group insurance plan; the province of Saskatchewan has a comprehensive hospitalization and medical care plan; details of these will be given upon request. Applications, including a *curriculum vitae,* list of publications, and the names of three referees, should be submitted to : Dean W. C. MacAulay, College of Pharmacy, Saskatoon, Saskatchewan, Canada.

United College, Winnipeg.

The Department of Psychology announces a vacancy for the 1963-1964 session. Duties include the teaching of introductory and upper year courses. Present courses include : Developmental Psychology, Social Psychology and Normal and Abnormal Personality.

An M.A. is the minimum requirement with preference for those with work completed toward the Ph.D. Teaching experience at university level is also desirable. Appointment will be made at the rank of lecturer or assistant professor depending on the qualifications of the candidate.

The salary range for lecturer is up to $7,000; that of assistant professor from $7,000 to $8,500. A pension program and medical and disability insurance plans are in operation.

Applications should be addressed to : E. D. Eagle, Dean of Arts and Science, United College, Winnipeg 2, Manitoba, Canada.

University of Waterloo, Waterloo, Ontario.

The Department of Political Science invites applications for two positions. One appointee should be competent in the area of public administration. Salary and rank will be in accordance with qualifications and experience. Appointment will be effective 1 September 1963.

Applications to : Professor P. G. Cornell, Department of History & Political Science.

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Zoologist, Indian, completing Ph.D. degree at American university, wishes to work in Canada. Replies to Box No. 12, C.A.U.T. National Office, 77 Metcalfe St., Ottawa.

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Research Assistant, C.A.U.T. National Office.

Applications are invited for the post of Research Assistant in the C.A.U.T. National Office.

Duties will include collection of data and preparation of reports on matters relating to the economics status of the university teaching profession, as well as general C.A.U.T. business.

Status would be that of lecturer or assistant professor. Salary at prevailing Ontario university schedules. Some university teaching experience desirable, preferably in French-speaking universities. Complete bilingualism necessary.

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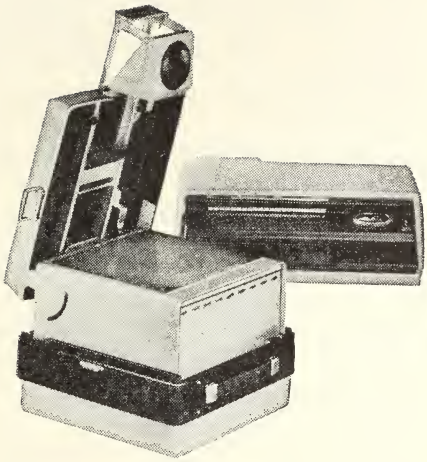

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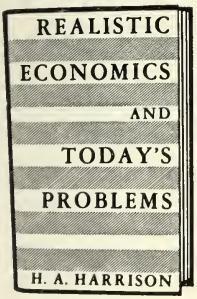

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7. The further publication rights and privileges of all essays or articles submitted remain the property of the contestants.
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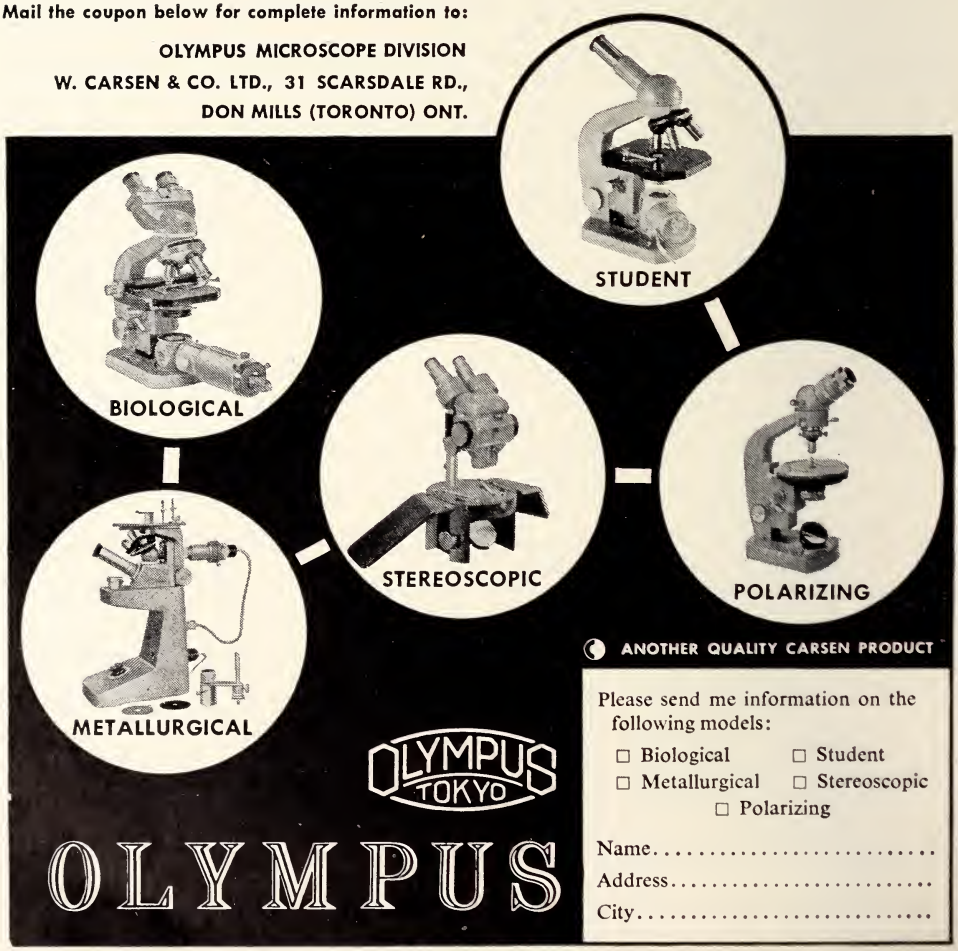

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